

Livonia Public Schools



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2022-2023 Annual Education Report



15125 Farmington Road

Livonia, MI 48154

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Serving portions of Livonia and
Westland Michigan



LIVONIA PUBLIC SCHOOLS

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Phone (734) 744-250

February 10, 2023

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2022-2023 educational progress for the Livonia Public Schools School District and our schools. The AER addresses the complex reporting information required by federal and some requirements of state laws. Our staff is available to help you understand this information. Please contact Theresa O'Brien, Chief Academic Officer for help if you need assistance.

The District AER is available for you to review electronically by visiting the following website www.livoniapublicschools.org, or you may review a copy in the main office at your child's school. Each school will also be communicating their own AER to parents directly, which is also available on the district's web site and at their school.

The district's AER has two major sections that are required by state law. The information contained in the first section was compiled by district staff. It presents relevant information about our district, our academic programs, specialized programs, school improvement efforts, and two years of results on district developed assessment and nationally norm-referenced assessments. It also includes the district's parent involvement policy.

The second section of the report contains information provided by the Michigan Department of Education and is required to be presented in their format. These reports contain the following information:

Student Assessment Data – Based on 2021-22 State Testing, including the following assessments: M-STEP (Michigan Student Test of Educational Progress), College Board PSAT and SAT, Mi-Access (Alternative Assessment). This report section presents assessment information for English language arts and mathematics for grades 3 to 8 and 11 and MI- Access science for grades 4, 7, and 11 compared to state averages for all students as well as subgroups of students. This report helps users to understand achievement performance within grades and schools, and to make comparisons to district, state, and national achievement benchmarks.

Accountability - Detail Data and Status

The accountability portion of the AER includes assessment proficiency and participation rates, graduation or attendance rates, as well as accountability index values showing school performance on a 0-100 scale.

Teacher Qualification Data

- Identifies the number and percentage of inexperienced teachers, principals, and other school leaders
- Reports teachers who are teaching with emergency or provisional credentials
- Includes teachers who are not teaching in the subject or field for which they are certified

NAEP Data (National Assessment of Educational Progress)-No new Data for 2022-23

- Provides state results of the national assessment in mathematics and reading every other year in grades 4 and 8

Civil Rights Data

- Provides information on school quality, climate and safety.

The table below lists each of our schools and their key initiatives. For the 2022-23 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has a student subgroup performing at the same level as the lowest 5% of all schools in the state. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no status label is given. **None of our schools have been given a label.**

School Name	Status Label	Key Initiative to Accelerate Achievement
Buchanan Elementary	No Label Identified	Buchanan has identified students one to two grade levels behind, for whom additional intervention and support is needed. In place is a multi-tiered system of support, including the use of research-based interventions targeting specific students with specific needs. Kindergarten, first and second grade teachers have been trained and using Orton- Gillingham, a multisensory phonic technique for remedial reading instruction. All teachers are using integrated units of study that will incorporate reading, writing, science and social studies. In addition, ongoing professional development and dialogue focusing on strategies to support struggling learners take place regularly. We also concentrate our efforts in an ongoing analysis of formative assessments to determine the needs of all students, followed by the provision of targeted learning intervention to students in need. Grade level teams meet regularly for PLC sessions, and we conduct schoolwide data dives three times each year for Tier I and Tier II reflection, intervention and improvement.
Cleveland Elementary	No Label Identified	Cleveland Elementary has a growing economically disadvantaged population of students that struggle to meet grade level expectations. This subgroup is heavily represented in our bottom 30% of students. In order to address these challenges, we have an extensive support system in place made up of classroom interventions, Title I support, and a Multi-Tiered Support System. Our school has identified underperforming subgroups of students, including: economically disadvantaged students, for whom additional intervention and support is needed in order to increase their proficiency and to close the achievement gap in the targeted areas. In place is a multi-tiered system of support, including the use of research-based interventions targeting specific students with specific needs. Kindergarten, first and second grade teachers have been trained and using Orton- Gillingham, a multisensory phonic technique for remedial reading instruction. All teachers are using integrated units of study that will incorporate reading, writing, science and social studies. In addition, ongoing professional development and dialogue focusing on strategies to support struggling learners take place regularly. We also concentrate our efforts in an ongoing analysis of formative assessments to determine the needs of all students, followed by the provision of targeted learning intervention to students in need. Grade level teams meet regularly for PLC sessions, and we conduct schoolwide data dives three times each year for Tier I and Tier II reflection, intervention and improvement.
Coolidge Elementary	No Label Identified	Coolidge has identified students one to two grade levels behind, for whom additional intervention and support is needed to increase their proficiency and to close the achievement gap in the targeted areas. In place is a multi-tiered system of support, including the use of research-based interventions, targeting specific subgroups of students with specific needs. Kindergarten, first and second grade teachers utilize Orton-Gillingham, a multisensory phonic curriculum. All teachers are using the Livonia Public Schools integrated units of

		<p>study that incorporates reading, writing, science and social studies content. Intervention is determined by a student's iReady Diagnostic score, F&P reading level, and Informal Decoding Inventory score. These interventions include Basic Alphabet Knowledge (BAK), Using Letter Sounds, Using Letter Patterns, Blends and Digraphs, R-Controlled Vowels, Vowel-Consonant-e, Long-Vowel Teams, and Multisyllabic Decoding. Interventions are also available in this program for Fluency and Comprehension (FAC) and Vocabulary and Comprehension (VAC). Grade level teams meet regularly for PLC sessions, and we conduct schoolwide data dialogues three times each year to reflect on student growth and achievement. These initiatives are intended to accelerate the student achievement of subgroups, including the state's Bottom 30%, that are not meeting our school's proficiency targets</p>
Grant Elementary	No Label Identified	<p>Grant has identified students one to two grade levels behind, for whom additional intervention and support is needed to increase their proficiency and to close the achievement gap in the targeted areas.</p> <p>In place is a multi-tiered system of support, including the use of the research-based interventions, such as a reading program entitled Leveled Literacy Intervention. In addition, ongoing professional development and dialogue focusing on strategies to support struggling learners takes place regularly. Ongoing analysis of formative assessment to determine the needs of all students, followed by the provision of targeted learning intervention to students in need.</p> <p>These initiatives are intended to accelerate the student achievement of subgroups, including the state's Bottom 30%, that are not meeting our school's proficiency targets.</p>
Hayes Elementary	No Label Identified	<p>Hayes Elementary has identified our growing economically disadvantaged subgroups of students, for whom additional interventions and supports are needed in order to increase their proficiency and to close the achievement gap in the targeted academic areas.</p> <p>As a Title I school, we have in place a multi-tiered system of support that provides students with classroom support along with Title I support. These supports include the use of the research-based interventions such as the reading program, Leveled Literacy Intervention and skilled based interventions so that students can successfully read grade level material. We also provide students who are not reading at grade level, science content at their reading level. In addition, we have on-going professional development and dialogue focusing on strategies to support struggling learners. We utilize on-going assessments in order to determine the strengths and weaknesses of all students, including i-Ready reading and math diagnostic, followed by the provision of targeted learning interventions to the students that need them.</p>
Hoover Elementary	No Label Identified	<p>At Hoover, our challenges are in the areas of reading and math. Our school has identified underperforming subgroups of students, including students with disabilities and economically disadvantaged students for whom additional intervention and support is needed in order to increase their proficiency and to close the achievement gap in the targeted areas.</p> <p>In place is a multi-tiered system of support, including the use of the research-based interventions, such as a reading program entitled Leveled Literacy Intervention and Orton Gillingham. In addition, ongoing professional development and dialogue focusing on strategies to support struggling learners takes place regularly. Ongoing analysis of formative assessment to determine the needs of all students, followed by the provision of targeted learning intervention to students in need.</p>
Kennedy Elementary	No Label Identified	<p>Kennedy Elementary has identified underperforming subgroups of students, including students with disabilities and males for whom additional intervention and support is needed in order to increase their proficiency and to close the achievement gap in the targeted areas.</p> <p>In place is a multi-tiered system of support, including the use of research-based interventions, such as a reading program entitled Leveled Literacy Intervention. In addition, ongoing professional development and dialogue focusing on strategies to support struggling learners takes place regularly. Ongoing analysis of formative assessment to determine the needs of all students, followed by the provision of targeted learning intervention to students in need.</p> <p>Three challenges that our school faces are students with disabilities who struggle in making adequate yearly progress in reading and writing. We also see in our data that our male students struggle with writing and score lower than our female students who have moved into Kennedy and have "curriculum gaps. Finding the time, resources and staff to help remediate them is a challenge.</p>

Niji-Iro Elementary	No Label Identified	<p>At Niji Iro Elementary, the students who tested in the bottom 30% have been identified. We have looked at the areas of Reading and Math where students are underperforming. We are actively working to address these issues by:</p> <ul style="list-style-type: none"> • English teachers servicing students in need of additional support in the area of math and reading through targeted interventions. • Differentiated instruction in both Reading and Math designed to meet the needs of all students. • Targeted small group Guided Reading instruction. • Curriculum review and mapping to the state standard in the area of Math. <p>Daily interventions with our Dual Language Interventionist.</p>
Randolph Elementary	No Label Identified	<p>At Randolph Elementary the challenges for our school include addressing the specific academic needs of students with disabilities, economically disadvantaged students and English Language Learners. Data trends indicate that of these underperforming subgroups, students with disabilities manifest the largest achievement gaps and hence we are providing additional interventions and supports so as to increase their proficiency and close the achievement gaps in the targeted areas.</p> <p>In place is a multi-tiered system of support implemented and monitored by our building's Student Achievement Team. This intervention system includes the use of the research-based interventions, such as the Leveled Literacy Intervention (LLI) program. In addition, ongoing professional development and staff dialogue focusing on instructional strategies to support struggling learners takes place regularly within and across all grade levels. Randolph staff also engages in ongoing analysis of formative and summative assessments to determine the needs of all students, followed by the provision of targeted learning interventions for all subgroups of students in need of these supports. The Randolph staff integrated the PBIS philosophy as well to teach routines and procedures. We have a school-wide behavior matrix that guides our decisions that is a blend of the Leader in Me and PBIS philosophies.</p>
Roosevelt Elementary	No Label Identified	<p>Roosevelt School has identified underperforming subgroups of students, which includes students with disabilities and economically disadvantaged students. Additional intervention and support are needed in order to increase their proficiency and to close the achievement gap in the targeted areas.</p> <p>We will continue the multi-tiered system of support that is in place for our struggling learners. This multi-tiered system includes the use of a Universal Diagnostic Screener, called i-Ready and research-based interventions, which include but are not limited to Level Literacy Intervention (LLI) and i-Ready instruction. In addition, ongoing Professional Development and dialogue focusing on strategies to support struggling learners takes place regularly during grade-level collaboration and defined professional development and collaborative learning times. Ongoing analysis through our local data dives of formative assessment is done to determine the needs of all students, followed by the provision of targeted learning intervention to students in need.</p>
Rosedale Elementary	No Label Identified	<p>Rosedale has in place a multi-tiered system of support, including the use of research-based interventions, such as Leveled Literacy Intervention and iReady Reading Instruction. In addition, ongoing professional development and dialogue focusing on strategies to support struggling learners takes place regularly. Ongoing analysis of formative assessment to determine the needs of all students, followed by the provision of targeted learning intervention to students in need. These initiatives are intended to accelerate the student achievement levels in meeting both the school's and the state's proficiency targets, thereby closing learning gaps including those of the bottom 30% of our performers.</p>
Webster Elementary	No Label Identified	<p>At Webster Elementary our school has identified that students with excessive absenteeism are consistently outperformed by their peers in all subjects, for whom additional intervention and support is needed in order to increase their proficiency and to close the achievement gap in the targeted areas.</p> <p>In place is a multi-tiered system of support, including the use of the research-based interventions. In addition, ongoing professional development and dialogue focusing on strategies to support struggling learners takes place regularly. Ongoing analysis of formative assessment to determine the needs of all students, followed by the provision of targeted learning intervention to students in need.</p>

School Name	Status Label	Key Initiative to Accelerate Achievement
Cooper Upper Elementary	No Label Identified	At Cooper Upper Elementary, our school has identified underperforming subgroups of students, including economically disadvantaged students for whom additional intervention and support is needed in order to increase their proficiency and to close the achievement gap in the targeted areas. In order to accelerate student achievement, Cooper Upper Elementary has put in place a multi-tiered system of support that provides supplemental instruction to our most at-risk students through Title I Literacy and Math support groups throughout the school year, which also includes before school math club. In addition, we will be addressing the achievement gap for our economically disadvantaged students by providing ongoing professional development on Guaranteed and Viable Tier I Instruction, engaging in teaching for mastery and creating an environment in which all students excel. Finally, teachers will engage in the PLC process which includes the analysis of common summative assessments to determine the effectiveness of our teaching and how to best meet the academic needs of all students. Our intent is to take a close examination of our instructional practices and Tier I instruction while continuously using student achievement data to provide the right fit interventions to improve the academic achievement of all students.
Johnson Upper Elementary	No Label Identified	Johnson Upper Elementary, has identified underperforming subgroups of students, including children of color, students with disabilities, and economically disadvantaged students for whom additional intervention and support is needed in order to increase their proficiency and to close the achievement gap in the targeted areas. In place is a multi-tiered system of support, including the use of research-based interventions, such as a reading program entitled Leveled Literacy Intervention. In addition, ongoing professional development and dialogue focusing on strategies to support struggling learners takes place regularly. Ongoing analysis of formative assessment to determine the needs of all students, followed by the provision of targeted learning intervention to students in need.
Riley Upper Elementary	No Label Identified	Riley Upper Elementary staff has identified underperforming subgroups of students, including students with disabilities for whom additional intervention and support is needed to increase their proficiency and to close the achievement gap in the targeted areas. In place is a multi-tiered system of support, including the use of research-based interventions, such as a reading program entitled Leveled Literacy Intervention. We have also created a school wide intervention block to better meet the needs of our struggling learners. In addition, ongoing professional development and dialogue focusing on strategies to support struggling learners takes place regularly. Ongoing analysis of formative assessments to determine the needs of all students is followed by the provision of targeted learning interventions to students in need. These initiatives are intended to accelerate the student achievement of subgroups, including the state's Bottom 30%, that are not meeting our school's proficiency targets.
Emerson Middle School	No Label Identified	Emerson Middle School is focusing on the needs of our special education students, students of color and those that are economically disadvantaged. Money is utilized to offer extended learning opportunities (after school and summer), lower the teacher to student ratio, increase remedial support and target literacy and math skills. These initiatives are intended to accelerate the student achievement of subgroups, including the state's identified Bottom 30%, that are not meeting our school's performance targets.
Frost Middle School	No Label Identified	Frost Middle School houses Livonia Public Schools magnet program for the academically talented, MACAT (Middle Alternative Classroom for the Academically Talented). MACAT students comprise more than half of the students in Frost's top 30% on the state assessment. Frost's enrollment has declined over several years, causing the MACAT students to comprise a higher percentage of the overall school population, which in turn raises the achievement threshold of the top 30% and contributes to the achievement gap between the top and bottom 30%. Other factors contributing to the achievement gap include attendance and student mobility. We are actively working to address these issues by: <ul style="list-style-type: none"> • Providing co-taught mathematics and ELA classes for struggling students, as well as opportunities for additional math assistance during Falcon Time. • Providing Academic Support classes to assist students with a range of essential skills for success in school, support assignment completion, offer reteaching of core subject concepts, etc. • Increasing emphasis on improving student attendance by partnering with LPD

		<p>liaison officer, student support personnel, and Wayne County to offer support services for students/families and uphold accountability for school attendance.</p> <ul style="list-style-type: none"> • Enhancing implementation of a school-wide Positive Behavior Intervention and Support program, involving all staff, students, and PTSA in the process. • Providing on-going professional development for staff to meet student learning needs. • Increasing PTSA involvement as partners to promote student success. • Continuing to build an inclusive culture of community and unity between building programs/populations (i.e. all-school Open House for incoming 7th graders, etc.). • Creating collaborative experiences between all 3 LPS middle schools (i.e. all-school Activity Nights, 8th grade annual Cedar Point trip, Young Inventors Program, etc.). • Creating collaborative experiences for staff between our feeder building (Johnson Upper Elementary) and Frost. • Continually refining Frost's School Improvement Plan to meet the needs of all Frost students.
Holmes Middle School	No Label Identified	<p>A key challenge for Holmes Middle School is the low performance scores of the Bottom 30% and our students with disabilities in science, math, and social studies. A few key initiatives include but are not limited to supplying co-taught classes to provide extra support for struggling learners, after-school help sessions weekly, implementation of the common core curriculum, continue implementation of our math program with fidelity, providing resource room hours daily for those students who qualify, and provided support class for struggling general education students. These initiatives are intended to accelerate the student achievement of our two subgroups that are not meeting our school's proficiency targets.</p>
Churchill High School	No Label Identified	<p>At Churchill High School we have several key challenges we are facing as it pertains to our State test scores. The challenges are to improve our subgroup test scores and bring the students in those groups to the levels they need to be so they are meeting the State proficiency targets. The three largest target groups for Churchill High School are the bottom 30%, students with disabilities, and African American students. We are instituting or continuing the following initiatives to help address the scoring gap between our proficient students and the bottom 30%, our students with disabilities, and our African American students.</p> <p>We are working to address these issues in the following ways:</p> <ul style="list-style-type: none"> • Continuing to refine Churchill's school improvement plan to meet the needs of all Churchill students. • Continuing Algebra Lab, supported by diagnostic testing, to help freshmen who need to increase math skills. • Utilizing i-Ready to improve reading levels for students in Freshman Transition. • Continuing the liaison model for supporting special education resource room students. • Continuing to run classes for struggling learners such as Academic Prep and Academic Success Strategies. • Expanding our before- and after-school programs to include a math lab during lunch hour, more peer tutoring, and staff interaction with students in classrooms and computer labs.
Franklin High School	No Label Identified	<p>Our school improvement efforts have multiple avenues and levels of attack:</p> <p>We have expanded our targeted support for our at-risk population, which includes our students who are reading below grade, who are missing the foundational level of mathematics, or who struggle emotionally and academically. Using data and teacher recommendations, we are working closely with 9th and 10th grade students who are reading below grade level or who lack foundational concepts in mathematics with teachers who are trained in providing these students with ongoing support. Students enrolled in these classes demonstrate their progress by taking assessments created by our district and building based teams. To better support our 9th grade students who need more social and emotional support, we work closely with these students in our Transitions I course. The general educators who work closely with these students also team up with our Student Assistant Provider, our Guidance Counselors, and senior mentors to help these students better manage the daily struggles they may face. Students who are enrolled in our Academic Success Skills class have an opportunity to relearn essential course concepts and skills</p>

		to recover course credit. Students who receive Special Education services may receive a Study Skills class as an additional support. Each core department has developed content-specific strategies to support student learning. In the past, we have met as departmental groups to analyze student data. This year, we are meeting in district and building level teams as we continue to implement the Professional Learning Community process to ensure all students are learning to their fullest potential. In line with the district's climate goal, we continue to put a greater emphasis on understanding our students as individuals with unique needs.
Stevenson High School	No Label Identified	<p>At Stevenson High School our biggest challenge has been overcoming stagnant standardized test scores for the past few years. The key initiatives are:</p> <ul style="list-style-type: none"> • Staff Professional Development • Differentiated Instruction • Reading Strategies • Writing Skills and Strategies • SAT and CCSS Writing Style Activities • Use of Formative Assessments • Lab Activities • Summer Math Worksheets • Use of data analysis tools to target areas of focus • Co-Taught Classes • Practice SAT Testing • At Risk Focus • Lunch Time Tutoring
Livonia Career Technical Center	No Label Identified	The Livonia Career Technical Center staff initiative is to increase student performance in National Career and College Readiness Assessments, as well as increase student percentages as it relates to being completers and concentrators in the Career Technical education programs offered at the Career Center. Some of the challenges we face deal with the assessments not aligning exactly with the Michigan Career Technical education curriculum that we teach. In terms of garnering more completers and concentrators, we continue to work with our math and English language liaisons. We also utilize our special population paraprofessionals to help make sure all of our students can successfully complete their Career Technical education classes.
Garfield Community School	No Label Identified	At Garfield Community School goals of Reading, Writing, student awareness of their Individualized Education Program goals and Post-Secondary outcomes for students in special education drive the school's improvement initiatives, strategies, and school assessments.
Jackson Center Early Learning School	No Label Identified	At Jackson Center all students in early childhood programs need to make progress in early literacy, numeracy, and social/emotional/behavioral growth. Through use of the skills assessment checklists at regular intervals, data will be collected that assists teaching teams in providing targeted instruction for students and will provide a rubric by which teachers can make instructional decisions in the moment, based on student responsiveness. Key challenges for our school include meeting the social, emotional and academic needs of 2, 3, 4, and 5 year-olds. Progress with early literacy, numeracy and social/emotional skills are important goals for all students. As we set goals for our youngest students, skill assessment checklists will provide a more cohesive and foundational approach to early learning. As we establish baseline data and determine what assistance students need in relation to additional supports and interventions, we will be able to put supports in place that are tailored to the development and age of our students. These initiatives are intended to accelerate the student achievement of subgroups that are not meeting our school's proficiency targets.

I am very proud of the diligent work of our staff in providing our students with high quality, meaningful, and relevant educational experiences. This has been recognized by our achievement of district-wide accreditation through an independent review by AdvancED. We also appreciate the supportive parents and community members who have a positive influence on our schools and district and partner with us on their child's educational journey. By living our district's shared vision, we maintain a laser-like focus on student achievement, enhancing programs and offerings for our students, and promoting a passion for lifelong learning amongst our student and adult learners.

Sincerely,

Andrea L. Oquist
Superintendent

Livonia Public Schools prohibits unlawful discrimination on the basis of race, color, religion, sex, national origin, age, height, weight, marital status, handicap or disability in any of its educational programs or activities. The following person has been designated to handle inquiries and grievances regarding discrimination based on race, color, religion, sex, national origin, age, height, weight, and marital status-Director of Human Resources, 15125 Farmington Road, Livonia, MI 48154 at [\(734\) 744-2501](tel:7347442501) . The following person has been designated to handle inquiries and grievances regarding discrimination based on handicap or disability-Director of Student Services, 15125 Farmington Road, Livonia, MI 48154 at [\(734\) 744-2524](tel:7347442524).

DISTRICT PROFILE

Students: The Heart of Our Mission

The Livonia Public Schools School District covers 39 square miles in the cities of Livonia and Westland. We operate 26 schools or centers, serving the needs of 13,268 regular and special education students. Of that number, 6,820 are enrolled in 15 elementary schools (K-6). In three middle schools (grades 7-8), there are 1,894 students. There are 475 students enrolled in special schools, and 4,079 students are enrolled in three high schools and the Career/Technical Center (grades 9-12). The Livonia Public Schools has 8,024 eligible students and transports approximately 6,840 students each day on 73 school buses, traveling approximately 1,059,840 miles per school year.

Employees Are Our Greatest Asset

Meeting the many and diverse needs of our K-12 students are 996 professional instructional staff; xx instructors; 53 principals and assistants; 367 secretaries and paraprofessionals; 6 instructional coaches, 4 administrative assistants; 43 building supervisors (SEALS); 264 bus drivers, maintenance workers, warehouse personnel, custodians, and food service workers; 3 community education staff; 9 central office administrators; 28 district supervisors and crowd control personnel.

In addition, our professional instructional support staff includes psychologists, social workers, learning specialists, elementary support teachers, speech and language therapists, resource classroom teachers, media specialists, counselors, student and family assistance specialists, occupational and physical therapists, and homebound or hospitalized service providers. About 85% percent of our certified staff has advanced educational degrees. We maintain an average district-wide pupil teacher ratio of twenty-five to one.



Find your Purpose Explore your Passion Discover your Pride



Our Mission

To educate, challenge, and inspire every student to achieve personal success and become a confident contributor to society.

District of Excellence

We take pride in educating our future leaders, ensuring they have outstanding educational opportunities.

- AdvancED District Accredited at the highest level
- Competitive Edge College Savings program for students, provided by the LPS Education Foundation
- District graduation rate is 92.6%
- M-STEP and state data scores exceed state averages
- LPS placed on College Board's AP District Honor Roll
- National Merit Scholarships awarded annually
- Exceptionally caring and dedicated staff

Early Childhood

- Full-day kindergarten
- Preschool and child care programs
- Young Fives pre-kindergarten program
- Great Start Readiness Program for at-risk 4-year-olds

Facilities & Technology

- Newly renovated schools; updated classroom technology
- State-of-the-art performing arts centers at high schools
- Award-winning, district-wide energy savings program

Safe and Welcoming

A safe and welcoming environment is our priority.

- Child-centered learning environments staffed with caring professionals
- A Community with Character district-wide climate initiative
- Cameras, keyless card entries, police liaisons, secure vestibules

Parent involvement & Communication

We encourage and welcome parents to be partners in their child's education.

- PTSA membership is one of the largest in Michigan
- District Communication Team (parents, staff, and administrators meet to discuss district communications)
- E-news, text, phone alert system
- Parent Connect for accessing student academic progress
- Updated district website; interactive social media communication
- Board of Education meetings televised on LPS cable channel; archived on website

Special Education

State-renowned programs for students from birth through age 26.

- Parents may refer child for an evaluation at first detection or diagnosis
- Programs/services for children with speech and language delays; physical or cognitive impairments; autism spectrum disorder; hearing or visual impairments

Exceptional Academics

Students are encouraged to give their personal best, and challenged to go beyond the ordinary.

K-4 ELEMENTARY SCHOOLS

K-6 JAPANESE IMMERSION SCHOOL

5-6 UPPER ELEMENTARY SCHOOLS

7-8 MIDDLE SCHOOLS

9-12 HIGH SCHOOLS

- Curriculum is aligned with state content standards and expectations.
- Rigorous academic offerings
- Dual enrollment available for college credit
- Academically Talented & Gifted programs for grades 1-8 (ACAT/MACAT)
- Accelerated classes offered at all middle schools
- High School AP courses offered in all core subject areas in all high schools
- High school courses articulated with local colleges and universities
- High school magnet programs offer specialized opportunities, including:
 - Career Intern Program
 - Creative & Performing Arts (CAPA) Program
 - Global Education Program
 - International Baccalaureate Diploma Program
 - Livonia Career and Technical Center (LCTC)
 - Mathematics, Science & Computer (MSC) Program
- Before- and after-school childcare
- Enhanced music opportunities beginning in sixth grade: band, strings, vocal
- Shared-time program partnering with parochial schools
- Adult and Continuing Education programs: GED, high school diploma, basic skills, job readiness
- Online learning opportunities

Extra Curricular Programs

- Athletics; instrumental and vocal music; theater, and numerous activity clubs
- Well equipped field houses and athletic fields at all high schools
- Competitive robotics clubs beginning in middle school



We, the Livonia Public Schools community, put the needs of our students and their education first. We promote a passion for learning and stand as a source of pride for our students, staff, families, and community - all of whom are essential to our shared success. We commit ourselves to this Shared Vision.



Livonia Public Schools

Shared Vision

Enhancing Our Climate

We are a caring community that knows and lifts every student. Our staff, students, parents, and community members recognize and value the unique contributions each brings to our educational community. Therefore, we see a school district where we:

- Provide a safe, joyful, welcoming environment for all who enter, and a place where students are eager to learn.
- Respect, value, and trust one another.
- Celebrate the uniqueness of each individual with acceptance and understanding.
- Value open, collaborative participation among all stakeholders.
- Learn and grow in updated, well-maintained, and inviting spaces.
- Utilize innovative practices and technology.

Engaging our learners

We are a learning community that inspires and motivates all students to reach their full learning potential. Therefore, we see a school district where students:

- Experience joy in learning.
- Are challenged to give their personal best.
- Have their unique learning needs met.
- Engage in opportunities that connect to the world around them.
- Are provided instruction that is guided by curriculum standards and purposeful assessments.

Empowering our staff

Every staff member's contribution is vital to our organization. We are a district that has a deep commitment to holding ourselves to the highest standards while providing opportunities to learn and grow. Therefore, we see a school district where our empowered staff:

- Works collaboratively to improve student learning and well-being.
- Uses innovative, creative, and research-based ideas to support student success.
- Engages in meaningful and effective professional development.
- Utilizes technology and resources to enhance job effectiveness.

Pursuing Organizational excellence

We are an organization that pursues excellence with determination and commitment. Therefore, we see a school district as one that supports:

- Continuous improvement in all that we do.
- Hiring and retaining high-quality staff.
- Implementing innovative practices.
- Collaborative problem-solving and decision-making.
- Purposeful exploration of exemplary practices for educational excellence.

Preparing Our Students

We are a school district that prepares each student for his or her life journey. Therefore, we see a school district where students are:

- Persons of character who are contributing members of society and who seek opportunities to learn throughout their lives.
- Independent, confident, and hopeful, with the life skills to plan and build successful futures.
- Prepared with the academic skills necessary to pursue educational and career pathways.



The Livonia Public Schools Shared Vision provides the imagination of what we hope to become, and a blueprint for continuous improvement. The clarity of our Shared Vision and commitment to it is crucial to our success. We have identified the following Collective Commitments that will define the behaviors that lead us to our Shared Vision.

Livonia Public Schools

Collective Commitments

Learning: Our Priority

- Learning is what we're all about - for students as well as adults. We are committed to both individual and collective growth.
- We make learning come alive through engaging and inspiring our students.
- Individual differences matter; we strive to provide for our students' unique needs.

Our Environment

- We create positive, welcoming, and safe environments where students, staff, and parents are eager to learn, work, and visit.

Our Interactions

- Respect and integrity are at the core of our interactions with one another. When *these* are compromised, *everything* is compromised.
- We model responsible, ethical behavior.

Our Practices

- We collaborate in order to produce results superior to those achieved individually.
- We are innovative in our pursuit of excellence. We actively seek a better way.
- We recognize and celebrate our successes.

Our Communication

- We want everyone to have a real voice. With that comes a responsibility to speak openly, to listen to others, and to be part of the solution.
- We engage in open and timely communication with each other.

Our Resources

- We safeguard and conserve our district resources with great diligence.

*We will honor, advance, and value these commitments;
the education of our students depends on it.*



SCHOOL IMPROVEMENT

School Improvement Fuels Growth

The District as a whole, and each school individually, uses results-driven school improvement processes to increase student achievement. Each school selects improvement goals based upon the learning needs of its students. District level improvement efforts are embodied in our District Mission statement and Shared Vision. School and District improvement team membership includes staff, parents, students, and community.

SHARED VISION GOAL

The district's shared vision is the touchstone for all our school improvement efforts. Each year we set district priority areas based on stakeholder feedback. The priority areas are then communicated as a part of our administrative open day, new teacher orientation and at professional development. The priority areas for the next three years are:

Student Achievement

Demonstrating a strategic commitment to student learning as evidenced by measurable growth and achievement for all students through consistent, rigorous and engaging curriculum & instruction. Student learning is at our core.

Employee Capacity

Investing in our students begins with an investment in our staff. Building capacity and engagement of each LPS staff member results in meaningful and impactful work.

Fiscal Responsibility

Exhibiting thoughtful and consistent oversight of budget development in order to utilize our district's finances & resources to maximize opportunities for students, support our priority focus areas and promote an environment of fiscal responsibility.

Climate and Culture

Upholding a culture in which we value one another and each contribute daily to a respectful, engaging and positive environment for all.

DISTRICT ACADEMIC GOALS

All students in Livonia Public Schools will be proficient Readers of Literature and Informational Text.

Measurable Objective 1: 80% of All Students will achieve college and career readiness by being able to read and comprehend literary and informational texts. in Reading by 06/01/2025 as measured by State and National Assessments.

Measurable Objective 2: A 5% increase of Male Black or African-American, Bottom 30%, White, Economically Disadvantaged, Homeless, Students with Disabilities, English Learners and Two or More Races students will increase student growth with the skills necessary to read and comprehend grade level literary and informational text in Reading by 06/07/2025 as measured by Local, District and State Assessments.

All students in Livonia Public Schools will be proficient communicators through writing.

Measurable Objective 1: 80% of All Students will achieve college and career readiness by being able to communicate through writing for a variety of purposes and audiences by 06/01/2025 as measured by Local, State and National Assessments.

Measurable Objective 2: A 5% increase of Male Black or African-American, Bottom 30%, White, Economically Disadvantaged, Homeless, Students with Disabilities, English Learners and Two or More Races students will increase student growth with the skills necessary to communicate through writing by 06/07/2025 as measured by Local, District and State Assessments.

All students in Livonia Public Schools will be proficient in mathematics.

Measurable Objective 1: 80% of All Students will achieve college and career readiness by being able to solve problems in Mathematics by 06/01/2025 as measured by Local, State and National Assessments.

Measurable Objective 2: A 5% increase of Male Black or African-American, Bottom 30%, White, Economically Disadvantaged, Homeless, Students with Disabilities, English Learners and Two or More Races students will increase student growth with the skills necessary to solve problems in Mathematics by 06/07/2025 as measured by Building, District and State Assessments.

2018-2021 Goals

1. All students in Livonia Public Schools will be proficient Readers of Literature and Informational Text.
2. All students in the Livonia Public Schools will be proficient Writers.
3. All students in Livonia Public Schools will be proficient in Mathematics.
4. All students in the Livonia Public Schools will be proficient in Science
5. All students will be proficient in Social Studies
6. All students will increase their use of technology tools to engage in learning and collaborate with other students and staff.
7. Enhancing Leadership Skills

The District School Improvement Team (DSIT) brings together representatives from all stakeholder groups to ensure that the district is engaged in continuous improvement towards the Shared Vision. This year our DSIT has been renamed to be our Vision Forward Team. They are work on developing a Portrait of a Graduate from Livonia Public Schools which will be shared with stakeholder groups to gather feedback. The Vision Forward Team will also update our Collective Commitments.

Livonia Public Schools received district level accreditation in 2009 and was renewed in 2014 and again 2018 through the former AdvancED, now COGNIA, an international accrediting agency. Districts accredited by COGNIA have met standards and are engaged in continuous improvement efforts that focus on increased student learning.

As a result of district level accreditation status, the district is responsible to monitor individual school's school improvement efforts and established a Quality Assurance Review (QAR) team for this purpose. The team has a process for monitoring school improvement efforts that includes visiting schools and providing feedback to schools on their school improvement efforts and revised elements of the monitoring process based on feedback from team members and school staff. Each school is visited once during a five-year cycle.

CORE CURRICULUM

The K-12 subject area coordinators continued the District's ongoing process of developing and implementing curriculum that is aligned with the Michigan State Standards for K-12 Science, Mathematics, and English Language Arts (ELA), and the proposed standards for Social Studies.

The following statements define our broad cognitive goals for students' learning in these subjects. They reflect the state's standards for College and Career Readiness for English language arts and mathematics and the state's grade level content expectation for science and social studies.

K-12 goals for English Language Arts are:

- Read closely to determine what the text says.
- Make logical inferences.
- Determine central ideas or themes of a text.
- Cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
- Interpret words and phrases as they are used in a text.
- Analyze the structure of texts.
- Assess how point of view or purpose shapes the content or style of a text.
- Integrate and evaluate content presented in diverse formats and media.
- Evaluate the argument and claims in a text.
- Analyze how two or more texts address similar themes.
- Read and comprehend increasingly complex literary and informational texts.
- Write arguments to support claims with evidence from texts.
- Write informative texts to convey information.
- Write narratives to develop real or imagined experiences.
- Produce clear and coherent writing.
- Develop and strengthen writing using the writing process.
- Use technology to produce and publish writing.
- Conduct short as well as more sustained research projects.
- Gather relevant information from multiple print and digital sources.
- Draw evidence from literary or informational texts to support research.
- Write routinely for a range of tasks.
- Demonstrate command of the conventions of standard English grammar and usage.
- Understand how language functions.
- Determine the meaning of unknown words and phrases.
- Demonstrate understanding of figurative language.
- Acquire and use academic and domain-specific words and phrases.

The K-12 goals for Mathematics are:

- Develop personal management skills, confidence and a positive attitude toward the use, value and power of mathematics.
- Acquire the skills necessary to interact with others in learning and problem-solving situations.
- Make sense of problems and persevere in solving them.
- Construct viable mathematical arguments and critique the reasoning of others.
- Learn to reason abstractly and quantitatively.
- Recognize the connections among mathematical topics, other disciplines and everyday experiences and use mathematic models to solve real-world problems.
- Become competent in the selection and application of appropriate tools for solving mathematical problems.

- Attend to precision when performing mathematical calculations and communicating thoughts and results with others.
- Look closely for a pattern or structure to help make sense of mathematical problems.
- Look for regularity and repeated reasoning when solving mathematical problems.
- Develop number sense to demonstrate, analyze and use the various forms of real numbers, their relationships and algorithms.
- Develop mental mathematics and estimation skills.
- Understand and use measurement in practical situations.
- Develop geometric concepts and spatial sense.
- Use probability and statistical concepts and methods to solve problems.
- Interpret and apply algebraic concepts and methods to solve real life problems.
- Continually evaluate the reasonableness of intermediate results and final answers.

The K-12 goals for Science are:

- Understand that learning science is an active process.
- Understand that engaging in scientific inquiry and reasoning in a scientific context is central to science learning.
- Understand that life, physical and earth sciences are interconnected by the concepts of patterns, cause and effect, scale and proportion, systems, models, energy and matter, structure and function, stability and change.
- Ask questions and define problems.
- Develop and use models to help explain natural phenomena, analyze systems, and test possible solutions to new problems.
- Plan and carry out systematic scientific investigations both in the laboratory and in the field using science process skills.
- Analyze and interpret data looking for significant features and patterns in the data in order to derive meaning.
- Use mathematics and computational thinking, along with appropriate technology, to represent physical variables and their relationships.
- Construct explanations and design solutions.
- Engage in scientific reasoning and argumentation using data and facts as evidence.
- Communicate findings clearly and persuasively, including supporting data.
- Evaluate the findings of others based on scientific evidence.
- Develop scientific literacy through information processing (oral communication reading, writing); critical thinking and problem solving strategies.
- Understand that the nature of science demands responsible action in dealing with science-related societal issues.

The K-12 goals for Social Studies are:

- Apply social studies concepts and processes as informed, thinking, capable citizens to contribute and participate productively in their families, work community and nation.
- Utilize primary and secondary sources to obtain, acquire, process and organize relevant information.
- Use social studies concepts and principles to communicate effectively regarding public policy questions and issues.
- Participate and effectively act on social and public policy issues important to their own lives.
- Understand and apply recurring themes and pervasive issues in historical events and personages across time and geographical space.

- Understand and analyze relationships between human society and the environment.
- Apply understanding of the purposes, organization and ideas of political systems and relationships to individual and group behavior.
- Apply understanding of concepts and principles of economics
- Understand global interdependence and issues which affect people all over the world.
- Learn through domain specific texts to obtain social studies concepts.
- Analyze information and come to conclusions in an inquiry. These skills focus on gathering and evaluating sources, and then developing claims and using evidence to support those claims.
- Be able to collaborate with others as they communicate and critique in public venues.

STUDENT ACHIEVEMENT ON DISTRICT DEVELOPED ASSESSMENTS

The following tables, show the results of local testing for the district. Students are assessed using district created benchmark assessments, running records and I Ready Diagnostic Assessment.

* There were no district developed assessments given in the spring of 2020 due to CoVID-19. During the spring of 2021 District Assessments were given with various participation rates and some assessments taken by students virtually or in person.

DISTRICT ASSESSMENTS – Preschool Benchmark Assessments

Students in preschool are assessed on a one-on-one basis regularly during the school year to measure progress toward grade-level literacy skills.

YOUNG 5'S AND 4 YR. PRESCHOOL BENCHMARK ASSESSMENTS			
	60% of Letter Identification		Rote Counting to 20
Spring 2021	New for 2022		New for 2022
Spring 2022	86%		85%

Students in kindergarten are assessed on a one-on-one basis regularly during the school year to measure progress toward grade-level literacy skills.

EARLY LITERACY BENCHMARK ASSESSMENT - KINDERGARTEN			
	Letter Identification	Letter Sounds	Rhyme
Spring 2021	93.2%	84.6%	95.2%
Spring 2022	91.3%	90.9%	89.5%

DISTRICT LITERACY ASSESSMENTS – Running Records

Students in grades K-4 are assessed using running records with comprehension to students one-on-one. Kindergarten teachers administer running records with comprehension in the spring and at the end of the school year. Students in grades 1-4 are assessed multiple times each year.

RUNNING RECORDS ASSESSMENTS- GRADES K-4					
Percent of Students that Performed At or Above Grade Level					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Spring 2021	67.3%	60.3%	72.4%	74.6%	72.6%
Spring 2022	63.8%	69.3%	71.6%	82.5%	70.2%

DISTRICT LITERACY ASSESSMENTS – i-Ready

The following chart shows the percentage of students at each grade level that performed mid or above grade level on the i-Ready Diagnostic Assessment at the end of the school year.

Kindergarten students are assessed on their attainment of grade-level reading standards two times during the school year using the i-Ready Reading Diagnostic Assessment. In grades 1-6, students are assessed on three or more times during the school year to drive instruction and interventions.

i-READY READING							
Percent of Students Mid or Above Grade Level							
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Spring 2021	67%	55%	50%	52%	42%	29%	36%
Spring 2022	56%	54%	47%	48%	41%	26%	36%

Middle School students are assessed on their attainment of grade-level reading standards three times during the school year using the i-Ready Reading Diagnostic Assessment.

i-READY READING Percent of Students Mid or Above Grade Level		
	Grade 7	Grade 8
Spring 2021	30%	29%
Spring 2022	30%	30%

DISTRICT MATHEMATICS ASSESSMENT – i-Ready

The following chart shows the percentage of students at each grade level that performed mid or above grade level on the i-Ready Diagnostic Assessment at the end of the school year.

Kindergarten students are assessed on their attainment of grade-level reading standards two times during the school year using the i-Ready Reading Diagnostic Assessment. In grades 1-6, students are assessed on three or more times during the school year to drive instruction and interventions.

i-READY MATHEMATICS Percent of Students Mid or Above Grade Level							
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Spring 2021	66%	60%	43%	47%	45%	34%	30%
Spring 2022	55%	57%	39%	43%	45%	31%	26%

Middle School students are assessed on their attainment of grade-level math standards three times during the school year using the i-Ready Reading Diagnostic Assessment.

i-READY MATHEMATICS Percent of Students Mid or Above Grade Level		
	Grade 7	Grade 8
Spring 2021	21.3%	18.3%
Spring 2022	23%	19%

STUDENT ACHIEVEMENT ON NORM REFERENCED ASSESSMENTS

ABILITY AND ACHIEVEMENT TESTS – ELEMENTARY AND MIDDLE SCHOOL

The Cognitive Ability Test (CogAT®) from Riverside Publishing is administered to sixth grade students. CogAT® is a nationally normed test and is generally considered an aptitude test.

CogAT GRADES 6 & 8 Average Age Percentile Ranks				
	Verbal	Quantitative	Nonverbal	Composite
GRADE 6				
2021	50%	56%	61%	56%
2022	55%	58%	62%	59%
GRADE 8				
2021	56%	54%	60%	56%
2022	58%	55%	64%	61%

STUDENT ACHIEVEMENT ON STATE AND NATIONAL ASSESSMENTS

STATE ASSESSMENTS

The PSAT 8/9, 10 and SAT are part of the College Board's "SAT Suite of Assessments" and is offered to eighth through eleventh grades. These national tests measure the same skills and knowledge in ways that make sense for different grade levels. The tests keep pace with student progress, matching the scope and difficulty of work in the classroom. All students take PSAT 8/9, 10 and SAT as a part of the State of Michigan's assessment system (MME).

This data can also be found on [MISCHOOL DATA- Livonia Public Schools](#) Attached to this report is the State Assessment Data for Livonia Public Schools and all the individual schools that are a part of Livonia Public Schools. These reports include student proficiencies on M-STEP, PSAT, SAT and MiAccess.

PSAT/SAT – MIDDLE SCHOOL AND HIGH SCHOOL

* During the spring of 2021 State Assessments were given with various participation rates.

PSAT 8, 9, 10 and SAT EBRW - Evidenced Based Reading and Writing Percent of Students Proficient				
	PSAT 8	PSAT 9	PSAT 10	SAT EBRW
Spring 2021	65%*	78%*	77%*	64.5%*
Spring 2022	65.4%	63%	65%	57.2%

PSAT 8, 9, 10 and SAT Mathematics Percent of Students Proficient				
	PSAT 8	PSAT 9	PSAT 10	SAT Math
Spring 2021	35%*	55%*	53%*	46.2%*
Spring 2022	42.7%	45%	46%	42.5%

HOME/SCHOOL PARTNERSHIP

One of the most important factors in a child's success in school is the involvement of parents or guardians in the educational process. We provide multiple opportunities a year for parents to collaborate with schools around their student's academic achievement.

At the elementary level, 96.2% of parents (6,529) attended parent-teacher conferences during 2020-2021 school year and 95.9% of parents (6501) attended parent-teacher conferences during the 2021-22 school year.

At the secondary level, 33.66% of parents (2,300) attended parent teacher conferences in fall of the 2020-21 school year and 33% of parents (2,096) attended parent teacher conferences in the 2021-22 school year.

PTA/PTSA in Livonia is an active partnership involving parents, educators, and community members. Livonia Public Schools has 23 school units and continues to have one of the largest PTA/PTSA memberships in Michigan. PTSA values collaboration and commitment by partnering with an array of individuals and organizations while engaging families across our community. Parents are encouraged and welcomed to be partners in their child's education through volunteering at the school level in a variety of ways including: planning science fairs, popcorn days, fun runs and much more. Participation in the

National Reflections Art Program receives tremendous support from our local PTA/PTSA units. Last year, around 1,200 students district-wide participate in our Youth Making a Difference program by completing community service projects. Projects range from collection of food, clothing or money for charity to cleaning up school or community grounds, making cards for veterans or making blankets for animals in shelters. Many PTA's also provide scholarships to students, including giving money for field trips, band camps or for continuing education after K-12.

SPECIALIZED PROGRAMS

The LPS school district provides educational alternatives and opportunities for students and meets special education needs in addition to the regular K-12 program. Specific information about these programs is available on the district Web site at www.livoniapublicschools.org.

Elementary

At the elementary level, students may be enrolled in Alternative Classrooms for the Academically Talented (ACAT) at Webster Elementary School, Niji-Iro Japanese Immersion Elementary School and special education centers at Coolidge, Grant, Johnson, Randolph and Webster. A preschool is operated at the Jackson Center, a Great Start Readiness Program (GSRP) is located at Garfield Community School, and preschool special education programs are located at Roosevelt Elementary and Jackson Center. Other special education programs are available in western Wayne County for our students with disabilities, based upon their individual needs. Specific information about these programs is available on the district Web site at www.livoniapublicschools.org.

Middle School

Our middle school students may be enrolled in the Middle School Alternative Classrooms for the Academically Talented (MACAT) program and special education centers at Frost as an alternative to the regular 7-8 program. Other special education programs are available in western Wayne County for our students with disabilities based upon their individual needs.

High School

In addition to the regular 9-12 program, our high school students may be enrolled in the Career Intern Program; CTE courses at the Livonia Career Technical Center; Mathematics, Science and Computer (MSC) program at Churchill; Creative and Performing Arts (CAPA) program at Churchill; Global Education program at Stevenson; the special education, pre-vocational and vocational education program for students with disabilities at Franklin and Churchill; and our post high school program Western Wayne Skill Center at Garfield Community School and the Livonia Transition Program (LTP) at Schoolcraft College. Other special education programs for high school students are available in western Wayne County for our students with disabilities based upon their individual needs.

Title 1

Academic support is provided to students in all schools. In addition, some schools qualify for Title I academic supports based on the percent of students receiving free and reduced lunch. Students are identified for service by scores on district assessments, both academic and social emotional. For the 2022-23 school year the following schools qualify as Title I schools: Cleveland, Cooper, Grant, Hayes, Kennedy, Randolph, Roosevelt, Rosedale and Johnson elementary schools.

PARENT INVOLVEMENT

The district's Parent Involvement Plan is available on the district's website, which is linked to each school's website.

BOARD POLICY

IDD

INSTRUCTIONAL PROGRAM PARENT INVOLVEMENT

JUNE 20, 2011
Reviewed 5/2014

The Board strongly encourages and welcomes the involvement of parent(s)/guardian(s) in all of the District's educational programs. It is recognized and appreciated that parents/guardians are the "first teachers" of their children, and that their interest and involvement in the education of their children should not diminish once their child enters the schools of the District. Accordingly, the Board directs, by the adoption of this policy, that the administration shall design a program/plan that will encourage parent(s)/guardian(s) participation that may include, but not be limited to: The development and review of instructional materials; input on the ways that the District may better provide parent(s)/guardian(s) with information concerning current laws, regulations, and instructional programs; and District offerings of training programs to instruct parent(s)/guardian(s) how to become more involved in their child's educational programs.

Pursuant to state law, the Superintendent shall provide a copy of the District's Parental Involvement plan to all parents.

DATA FROM THE MICHIGAN DEPARTMENT OF EDUCATION

These reports contain the following information:

Student Assessment Data

Includes the following four assessments: M-STEP (Michigan Student Test of Educational Progress), College Board PSAT, MI-Access (Alternate Assessment), and College Board SAT. This report section presents assessment information for English language arts and mathematics for grades 3 to 8 and 11, and MI-Access science for grades 4, 7 and 11, compared to state averages for all students as well as subgroups of students.

Accountability – Detail Data and Status

The accountability portion of the AER includes assessment proficiency and participation rates, graduation or attendance rates, as well as accountability index values showing school performance on a 0-100 scale.

Teacher Qualification Data

- Identifies the number and percentage of inexperienced teachers, principals, and other school leaders. Reports teachers who are teaching with emergency or provisional credentials.
- Includes teachers who are not teaching in the subject or field for which they are certified.

NAEP Data (National Assessment of Educational Progress)

- Provides state results of the national assessment in mathematics and reading every other year in grades 4 and 8.

Civil Rights Data

- Provides information on school quality, climate and safety.

The link [MISCHOOL DATA- Livonia Public Schools](#) will take you to the reports provided by the Michigan Department of Education for Livonia Public Schools.

